

# SFC Guidance

## Annex E

### Technical guidance on Scottish Funding Council's national performance measures

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Summary: This technical guidance provides details on the definitions for the Scottish Funding Council's national performance measures

FAO: College Principals

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## Introduction

This Technical Guidance provides the definitions for each of the measures listed in Table 2 of the document: **Delivering College Outcome Agreements (AY 2014-15)**.

The Technical Guidance is provided to enable colleges to calculate the measures for their own institution.

For each measure the document provides:

**Aim:** The Councils strategic aim under which this measure falls

<b>Measure:</b> The number and description of the measure		
<b>Table:</b>	If the figure corresponding to this measure is available in a published table this gives the title of the relevant table. If the table is available on the current FES Online reports then the table is shown with cells that should be used highlighted in red. For some reports modifications are required to the reports to make them compatible with the new measures. The cells that are to be modified are highlighted in yellow.	
<b>Numerator</b>	If the measure is a proportion these specify the numerators and denominators to be used in the calculation.	
<b>Denominator</b>		
<b>Data</b>	This provides further information on the data source used to calculate the measure.	
<b>Term</b>	<b>Definition/Description</b>	<b>Notes</b>
<b>A term used that requires further detail</b>	A definition or description of the term	Further information on the term e.g. code list in FES guidance

# Council's National Performance Measures

<b>SFC Priority - Efficiency and Sustainability</b>	<b>Measure</b>
Non-SFC income as % of total income	1
Current assets: current liabilities ratio	2
Days cash to expenditure	3
Gross carbon footprint (3 year period)	4
<b>SFC Priority - Right learning in the right place</b>	
Volume of SUMs delivered	5
Proportion of SUMs delivered to learners aged 16-19 and 20-24	6
Proportion of SUMs delivered to full-time learners aged 16-19 and 20-24	7
The proportion of SUMs delivered to learners in the most deprived 10% postcode areas	8
The volume of SUMs relating to learners from different protected characteristic groups and care leavers (where data is available)	9
The volume of SUMs relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement	10
Volume of SUMs delivered to learners at S3 and above as part of 'school-college' provision	11
<b>SFC Priority - High quality learning</b>	
Percentage of enrolled students successfully achieving a recognised qualification	12
The number and proportion of learners progressing from each of the different SCQF levels into a higher level of study within the same college	13
The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	14
The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying (enhanced return to be developed and piloted through 2013-14; baseline to be set from autumn 2014)	15
<b>SFC Priority - A developed workforce</b>	
The number of all apprenticeships supported at the college	16
The number of starts and forecast completions for direct contracted apprenticeships (e.g. in construction)	17
The number of places delivered through SDS employability fund (EF) (starts and forecast completions) as a proportion of all the SDS EF places allocated in a region	18
Amount of all employer-related activity	19
Levels of non-SFC income generated	20
Number of full-time learners with substantial placements (more than ten days) in business and industry	21

# Definition of the metrics used in the measures.

		Used in Measure:
<b>SUMs</b>	<p>The Student Unit of Measurement (SUM) gives a measure of the volume of activity. A SUM represents one unit or module of credit for a recognised vocational qualification or 40 hours of student activity for courses not leading to recognised vocational qualifications.</p> <p>Only activity which is eligible for SUMs funding is included in the SUMs figure. any activity which is not funded by SUMs e.g. full cost recovery courses is excluded.</p> <p>Further information on SUMs can be found in the SFC Circular 2013-14 student activity data guidance for colleges: SUMs Guidance available in the Guidance section of the SFC website:  <a href="http://www.sfc.ac.uk/guidance/guidance.aspx">http://www.sfc.ac.uk/guidance/guidance.aspx</a></p>	5, 6, 7, 8, 10, 11, 12, 13, 19
<b>Students</b>	<p>The "Students" figure measures the student headcount. A student enrolling on more than one course/programme within the same college, in the same academic year, will only be counted once.</p> <p>All students recorded on the FES 2 return will be included in the student headcount figure for each target, regardless of whether or not the course/programme was eligible for SUMs funding provided the following fields are completed on the FES 2/FES 1 record:</p> <p>Measure 7 - FES 2: Date of birth: Age is at 31 December. Please ensure that validation of date of birth has been selected otherwise age will be incorrectly coded.</p> <p>Measure 8 - FES 2: Postcode of permanent home location (pre-study domicile of student)</p> <p>Measure 9 - FES 2: Ethnic group – code list D</p> <p>Measure 9 - FES 2: Disability – code list I</p> <p>Measure 9 - FES 2: Sex of Student - Code list P</p> <p>Measure 9 - FES 2: Sexual Orientation of Student – Code List Q</p> <p>Measure 9 - FES 2: Religion, Religious denomination or body – Code List R</p> <p>Measure 9 - FES 2: Groups of specific interest - Code list N - Care Leavers</p> <p>Measure 10 - FES 2: Category of student – code list G</p> <p>Measure 12 - FES 1: Mode of attendance of programme – code list G  FES 2: Mode of attendance of student – code list E</p> <p>Measure 13 - FES 2: SCQF code – code list L</p> <p>Measure 19 - FES1: Source of finance for programme – code list C  FES1: Mode of attendance of programme – code list G  FES2: Source of finance of fee for student – Code list C</p>	5, 8, 9, 10, 11, 12, 13, 19
<b>Enrolment</b>	This figure is the number of student enrolments as recorded on the FES 2 return. A student enrolling on more than one course/programme will have more than one enrolment.	
<b>FES</b>	<p>Further information on the guidance for the FES returns can be found in the <b>Submitting statistical information</b> section of the SFC website:  <a href="http://www.sfc.ac.uk/guidance/SubmittingStatisticalInformation/submitting_information.aspx">http://www.sfc.ac.uk/guidance/SubmittingStatisticalInformation/submitting_information.aspx</a></p>	
<b>Scottish Index of Multiple Deprivation</b>	<p>The Scottish Index of Multiple Deprivation (SIMD) is provided by the Scottish Government (SG), further information is available at:  <a href="http://simd.scotland.gov.uk/publication-2012/">http://simd.scotland.gov.uk/publication-2012/</a></p> <p>Postcode files linking postcodes to SIMD rank are available on the National Records of Scotland (NRS) website via NRS Postcode Extracts in the Geography webpage:  <a href="http://www.gro-scotland.gov.uk/geography/index.html">http://www.gro-scotland.gov.uk/geography/index.html</a></p>	

Aspirations set for 2016-17 established in the 2014-15 OA will be based on SIMD 2012. Therefore assessment of the 2016-17 OA will also use SIMD2012 to enable comparison across the time period.

Using the student postcode (Postcode of permanent home location (pre-study domicile of student)) a student is matched to a datazone and then to a SIMD rank. The ranks are divided into deciles. Deciles are calculated by the SFC using a population weighting so that each decile contains 10% of the population used to derive the SIMD rankings. Therefore these differ slightly from the deciles given by the Scottish Government (SG) on the SIMD website which each contain 10% of the datazones. For example the SFC "Most deprived" decile contains 10.0% of the population while the corresponding SG quintile contains 9.5%, a difference of approximately 26,700 people.

Details on the SIMD 2012 ranks contained in each of the SFC and SG deciles are detailed below:

**Scottish Funding Council - Deciles split the datazones into 10 groups, each containing 10% of Scotland's population**

	SIMD2012	
	From	To
1 - 10% most deprived (MD10)	1	687
2	688	1,367
3	1,368	2,043
4	2,044	2,704
5	2,705	3,349
6	3,350	3,992
7	3,993	4,619
8	4,620	5,237
9	5,238	5,861
10 - 10 % least deprived	5,862	6,505

**Scottish Government - Deciles split the datazones into 10 groups, each containing 10% of Scotland's datazones**

	SIMD2012	
	From	To
1 - 10% most deprived (MD10)	1	651
2	652	1,301
3	1,302	1,952
4	1,953	2,602
5	2,603	3,253
6	3,254	3,903
7	3,904	4,554
8	4,555	5,204
9	5,205	5,855
10 - 10 % least deprived	5,856	6,505

## FES Quarterly return deadlines

The **provisional** deadlines for the quarterly data returns are as follows:

Data Return 1	5th December 2014 (TBC)
Data Return 2	27th February 2015 (TBC)
Data Return 3	3rd July 2015 (TBC)
Data Return 4	30th October 2015 (TBC)

## Aim: Sustainable colleges and universities

Measure 1 Non-SFC income as a percentage of total income		
<b>Table</b> This is a new measure not currently calculated as part of the Annual Accounts return. It will be included in future in a "Summary" sheet in the 2013 Annual Accounts return		
<b>Numerator</b> Non-SFC income		
<b>Denominator</b> Total income		
<b>Data</b> This is not currently calculated as part of the Annual Accounts return. The table below shows how we intend to calculate this figure.		
Term	Definition/Description	Notes
Numerator	Total income less Funding body grants figure from the income and expenditure account in the published annual accounts	Further information and guidance on the Annual Account returns can be found on the SFC website, in the Financial Sustainability Guidance section: <a href="http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx">http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx</a>
Denominator	Total income figure in the income and expenditure account in the published annual accounts	Further information and guidance on the Annual Account returns can be found on the SFC website, in the Financial Sustainability Guidance section: <a href="http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx">http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx</a>

## Aim: Sustainable colleges and universities

Measure 2		Current assets: current liabilities ratio
Table	"Summary" sheet in the Financial Forecast Return (FFR) and Annual Accounts returns.	
Numerator	Current assets	
Denominator	Current liabilities	
Data	This measure is currently calculated in the FFR and Annual Accounts return submitted by each institution to the SFC.	
Term	Definition/Description	Notes
Numerator	Current assets	Further information and guidance on the Annual Account and FFR returns can be found on the SFC website, in the Financial Sustainability Guidance section: <a href="http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx">http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx</a>
Denominator	Current liabilities	Further information and guidance on the Annual Account and FFR returns can be found on the SFC website, in the Financial Sustainability Guidance section: <a href="http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx">http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx</a>



## Aim: Sustainable colleges and universities

Measure 3 Days cash to expenditure		
<b>Table</b>	"Summary" sheet in the Financial Forecast Return (FFR) and Annual Accounts returns.	
<b>Numerator</b>	Cash X 365	
<b>Denominator</b>	Expenditure less depreciation	
<b>Data</b>	This measure is currently calculated in the FFR and Annual Accounts return submitted by each institution to the SFC.	
Term	Definition/Description	Notes
Numerator	Cash multiplied by 365 (to give days figure)	Further information and guidance on the Annual Account and FFR returns can be found on the SFC website, in the Financial Sustainability Guidance section:  <a href="http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx">http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx</a>
Denominator	Expenditure less depreciation	Further information and guidance on the Annual Account and FFR returns can be found on the SFC website, in the Financial Sustainability Guidance section:  <a href="http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx">http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx</a>
Cash	(Cash at bank and in hand) + (current asset investments) - (overdrafts)	

## Aim: Sustainable colleges and universities

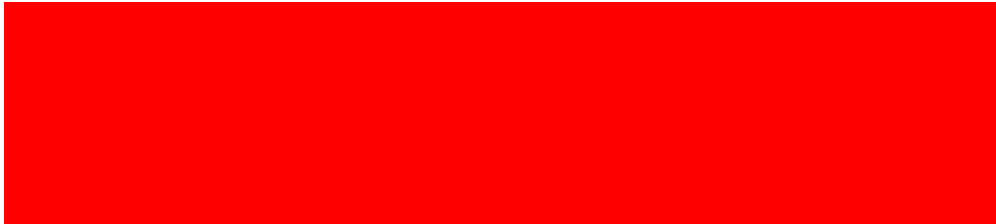
Measure 4 Gross carbon footprint (3 year period)		
Table	Metrics: Towards Climate Change (Scotland) Act 2009	
Data	<p>The table is included in the <b>CCAP Progress Report</b> submitted to EAUC Scotland, under the Carbon Commitment for Scotland.</p> <p>Further details are available in the Climate Change Action Plans section (see link below) of the <b>Universities and Colleges Climate Commitment for Scotland (UCCCfS)</b> website:</p> <p><a href="http://www.eauc.org.uk/ucccfs/climate_change_action_plans">http://www.eauc.org.uk/ucccfs/climate_change_action_plans</a></p>	
Term	Definition/Description	Notes
Gross carbon footprint	<b>Total of Scope 1, Scope 2 and Scope 3</b> emissions as recorded under <b>Gross Emissions (tonnes CO2e)</b> section of the report template <b>Metrics: Towards Climate Change (Scotland) Act 2009</b> .	A copy of the report template and further guidance is available on the following webpage:  <a href="http://www.eauc.org.uk/ucccfs/reporting">http://www.eauc.org.uk/ucccfs/reporting</a>

## Aim: Right learning in the right place

Measure 5	Volume of SUMs delivered
<b>Table</b>	Available on FES Online report as below
	<b>Delivery</b>
Funded activity	
Additional activity (e.g. ESF)	

<b>Description</b>	This indicator measures the volume of student activity delivered (Funded activity SUMs plus Additional activity SUMs). Only students for which SUMs are claimed are included.	
<b>Data</b>	FES Data	
Term	Definition/Description	Notes
Funded activity	Activity for which the course funding is provided by the Scottish Funding Council or from New Deal.	As coded in <b>FES 1 return: Source of finance for programme – code list C</b> "09"- Scottish Funding Council (SFC) "05"- Cost recovery: New Deal
Additional Activity	Any activity funded through, for example the European Social Fund (ESF).	Coded using the <b>ESF</b> indicator in <b>FES2 return: Section 3: Notes and code lists for completion of FES 2</b>

## Aim: Right learning in the right place

Measure 6		Proportion of SUMs delivered to learners aged 16-19 and 20-24	
Table		Available on FES Online report as below	
Age group	SUMs	% of Total	Students
Under 16			
16-17			
18-19			
20-24			
25 and over			
Description	This indicator measures the volume of all student activity measured as SUMs and headcount by age group. Only students for which SUMs are claimed are included in SUMs figure. Headcount includes all students returned on FES.		
Data	FES Data		
Term	Definition/Description		
Age group	Age of student at 31st December of the academic year		
% of Total	SUMs at each age group as a percentage of the Total SUMs delivered		

## Aim: Right learning in the right place

Measure 7		Proportion of SUMs delivered to full-time learners aged 16-19 and 20-24	
Table		Available on FES Online report as below	
Age group	SUMs	Full-time % of Total	Students
Under 16			
16-17			
18-19			
20-24			
25 and over			
Description	This indicator measures the volume of all student activity on full-time courses measured as SUMs and headcount by age group. Only students for which SUMs are claimed are included in SUMs figure. Headcount includes all students returned on FES.		
Data	FES Data		
Term	Definition/Description		Notes
Full-time	Full-time for further education courses is defined as a course that is worth 16 or more credits or planned learning hours of 640 or more. Full-time for Higher education courses is defined as a course that is worth 12 or more credits or planned learning hours of 480 or more.  Further details can be found in Annex A of the SFC Circular 2013-14 student activity data guidance for colleges: SUMs Guidance available in the Guidance section of the SFC website:  <a href="http://www.sfc.ac.uk/guidance/guidance.aspx">http://www.sfc.ac.uk/guidance/guidance.aspx</a>		Coded in <b>FES 1 return: Mode of attendance of programme – code list G</b> and <b>FES 2: Mode of attendance of student – code list E</b> as: "17" - Full-Time
Age group	Age of student at 31st December of the academic year		
% of Total	SUMs at each age group as a percentage of the Total SUMs delivered by college		

**Aim: Access for people from the widest range of backgrounds**

Measure 8	The proportion of SUMs delivered to learners in the most deprived 10% postcode areas			
Table	Available on FES Online report as below			
Council Area Aberdeen City Aberdeenshire Angus Argyll & Bute Clackmannanshire Dumfries & Galloway Dundee City East Ayrshire East Dunbartonshire East Lothian East Renfrewshire Edinburgh, City of Eilean Siar Falkirk Fife Glasgow City Highland Inverclyde Midlothian Moray North Ayrshire North Lanarkshire Orkney Islands Perth & Kinross Renfrewshire Scottish Borders Shetland Islands South Ayrshire South Lanarkshire Stirling West Dunbartonshire West Lothian No matching Scottish Postcode	Students from 10% most deprived areas			
	Local Authority area Mid-Year population estimate	Population from SIMD 10% "most deprived" areas	Number of students from SIMD 10% "most deprived" areas	SUMs for students from SIMD 10% "most deprived" areas

Aim: Access for people from the widest range of backgrounds						
Measure 9	The volume of SUMs relating to learners from different protected characteristic groups and care leavers (where data is available)					
Table	Available for Ethnicity, Disability and Gender on FES Online report as below. (Cells coloured yellow are to be added to future FES Online reports)					
Ethnic Group	SUMs	% of Total	Student			
Scottish			White			
English						
Welsh						
Irish						
Northern Irish						
British						
Gypsy/Traveller						
Polish						
Any other white background						
Any mixed background						Mixed
Indian, Indian Scottish or Indian British			Asian, Asian Scottish or Asian			
Pakistani, Pakistani Scottish or Pakistani British						
Bangladeshi, Bangladeshi Scottish or Bangladeshi British						
Chinese, Chinese Scottish or Chinese British						
Any other Asian background						
Caribbean, Caribbean Scottish or Caribbean British			Black, Black Scottish or Black			
African, African Scottish or African British						
Any other Black background						
Arab			Other ethnic background			
Any other background						
Information refused						
Information not known						
Disability on the basis of the student's own self-assessment	SUMs	% of Total	Student			
No known disability						
Two or more impairments and/or disabling medical conditions						
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D						
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder						
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy						
A mental health condition, such as depression, schizophrenia or anxiety disorder						
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches						
Deaf or a serious hearing impairment						
Blind or a serious visual impairment uncorrected by glasses						
A disability, impairment or medical condition that is not listed above						
Sex				SUMs	% of Total	Student
Male						
Female						
Other						
Sexual Orientation of Student				SUMs	% of Total	Student
Heterosexual						
Gay Man						
Gay Woman/Lesbian						
Bisexual						
Other						
Prefer not to say						
Religion, Religious denomination or body	SUMs	% of Total	Student			
None						
Christian/Protestant						
Roman Catholic						
Other Christian						
Muslim						
Buddhist						
Sikh						
Jewish						
Hindu						
Another religion or body						
	SUMs	% of Total	Student			
Care Leavers						
Description	This indicator measures the volume of all student activity measured as SUMs and headcount by the protected characteristics of: ethnicity, disability, sex, sexual orientation, religion. Also included is volume of activity for care leavers. Only students for which SUMs are claimed are included in SUMs figure. Headcount includes all students returned on FES.					
Data	FES data					
Term	Definition/Description	Notes				
Ethnic Group	Ethnicity categories are those used in Scotland's 2011 Census.	As coded in FES 2 return: Ethnic group – code list D				
Disability on the basis of the student's own self-assessment	New disability categories as recorded in FES 2	See FES 2-Section 3: Notes and code lists for completion of FES 2 for further details				
Sex		As coded in FES 2 return: Sex of Student - Code list P				
Sexual Orientation of Student		As coded in FES 2 return: Sexual Orientation of Student – Code List Q				
Religion, Religious denomination or body		As coded in FES 2 return: Religion, Religious denomination or body – Code List R				
Care Leavers		As coded in FES 2 return: Groups of specific interest - Code list N				
% of Total	SUMs a percentage of the Total SUMs delivered by college					

# Aim: Access for people from the widest range of backgrounds

<b>Measure 10</b>	The volume of SUMs relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement
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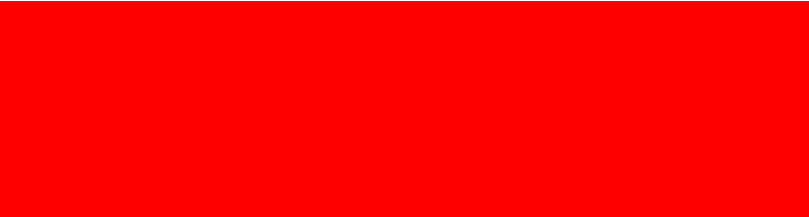
<b>Table</b>	<i>Table not yet available on FES Online report</i>
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<b>Data</b>	<i>SFC is currently developing the guidance for capturing the information on this measure in 2014-15 through the FES return. SFC will update this Technical Guidance once the guidance is available.</i>
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Term	Definition/Description
Profound and Complex needs	<p>The document <b>Meaningful Learning Provision for Learners with Profound and Complex Needs in a College Setting</b> available on <b>Colleges Scotland</b> website</p> <p><a href="http://www.collegesscotland.ac.uk/sub-net/supported-programmes/profound-and-complex-needs.html">http://www.collegesscotland.ac.uk/sub-net/supported-programmes/profound-and-complex-needs.html</a></p> <p>sets out the criteria for defining a person who would be captured by this measure.</p> <p>To categorise a student as being in having “Profound and Complex Needs”, they have to be studying a programme at:</p> <ul style="list-style-type: none"><li>• SCQF level 1 (Access 1 Independent level)</li><li>• SCQF level 1 (Access 1 Supported level)</li></ul> <p>In combination with a significant additional impairment such as:</p> <ul style="list-style-type: none"><li>• profound sensory loss, physical disability and/or disruptive behaviour</li><li>• significant health care needs</li><li>• use of alternative or augmentative communication</li><li>• a need to use adaptive technology/specialised software</li><li>• a need for a high level of specialised multi-agency support</li><li>• a need for significant adaptation to the curriculum, requiring regular contact with outside agencies</li><li>• a need for modification to the physical environment</li><li>• a need for a high level of specialised resources.</li></ul>



## Aim: Right learning in the right place

<b>Measure 11</b>		Volume of SUMs delivered to learners at S3 and above as part of 'school-college' provision	
<b>Table</b>		Available on FES Online report as below	
<b>School College Activity</b>	<b>SUMs</b>	<b>% of Total</b>	<b>Students</b>
S3			
S4			
S5 (includes FT winter leavers)			
S6			
Other			
<b>Description</b>	This indicator measures the volume of school college partnership student activity measured as SUMs and headcount by school year group. Only students for which SUMs are claimed are included in SUMs figure. Headcount includes all students returned on FES.		
<b>Data</b>	FES Data		
<b>Term</b>	<b>Definition/Description</b>		
School College Activity	School College activity as defined in Section 16 "School/College partnership" of the SFC Circular 2013-14 student activity data guidance for colleges: SUMs Guidance available in the Guidance section of the SFC website: <a href="http://www.sfc.ac.uk/guidance/guidance.aspx">http://www.sfc.ac.uk/guidance/guidance.aspx</a>		
School year		As coded in <b>FES 2 return: Category of student – code list G</b>	
% of Total	SUMs at each school year as a percentage of the Total School College SUMs delivered by college		

Measure 12		Percentage of enrolled students successfully achieving a recognised qualification							
Table		College PIs - available on FES Online report as below							
Outcomes for Further Education student enrolments on recognised qualifications									
	Completed Successful		Completed partial success		Further Withdrawal		Early Withdrawal		
	No.	%	No.	%	No.	%	No.	%	
h full time									
g 320 hours but not full time									
f 160 to 320 hours									
e 80 to 160 hours									
d 40 to 80 hours									
c 10 to 40 hours									
b under 10 hours									
Signed .....									
College - XXXXX - XXXXXX									
Outcomes for Higher Education student enrolments on recognised qualifications									
	Completed Successful		Completed partial success		Further Withdrawal		Early Withdrawal		
	No.	%	No.	%	No.	%	No.	%	
h full time									
g 320 hours but not full time									
f 160 to 320 hours									
e 80 to 160 hours									
d 40 to 80 hours									
c 10 to 40 hours									
b under 10 hours									
Signed .....									

Description		The number of enrolments in each of the four outcome categories (completed successful, completed partial success, further withdrawal, early withdrawal) for each category of duration of programme, for FE and HE divided by the total number of enrolments for each category of duration of programme, for FE and HE
Data		<p>FES</p> <p>Further information on the SFC Performance Indicators can be found on the <b>Student and staff performance indicators for Scotland's further education colleges</b> section of the SFC website:</p> <p><a href="http://www.sfc.ac.uk/statistics/further_education_statistics/FE_performance_indicators/FE_student_staff_PIs.aspx">http://www.sfc.ac.uk/statistics/further_education_statistics/FE_performance_indicators/FE_student_staff_PIs.aspx</a></p>
Term	Definition/Description	Notes
Completed Successful	The student has completed the course year	<p>Using the following codes in <b>FES 2-Student record outcome</b>:</p> <p>"8" Completed programme/ course, student assessed and successful</p> <p>"14" Completed programme/course, student not assessed as programme not designed to be assessed</p> <p>"18" Student has progressed to the next year and has achieved 70% of credits undertaken</p> <p>"20" Student has achieved 70% of credits undertaken but has chosen not to progress to the next year</p> <p>"22" Student completed first year of an HND but has chosen to leave with an HNC</p>
Partial success	The student completed the programme but did not gain the qualification	<p>Using the following codes in FES 2 return:</p> <p>"7" Completed programme/ course, student assessed but not successful</p> <p>"17" Student has progressed to the next year but did not gain 70% of credits undertaken</p>
Further withdrawal	The student attended after the funding qualifying date but withdrew from their studies before the programme ended	<p>Using the following codes in FES 2 return:</p> <p>"2" Withdrawn from programme/course and commenced employment</p> <p>"3" Withdrawn from programme/course and now studying in an HEI</p> <p>"4" Withdrawn from programme/course and destination unknown</p> <p>"5" Transferred to another programme/course within the college</p> <p>"10" Withdrawn from programme/course and now studying elsewhere (not an HEI)</p>
Early withdrawal	The student has withdrawn from the programme before 25 per cent of the course has elapsed	
Recognised Qualification		Using the following code in FES 1 return: All programmes <b>not</b> coded as Qualification Aim = "PB"
FE	Non-advanced programme	Using the following code in FES 1 return: 8) Advanced/non-advanced programme = Advanced (HE) = 1, non-advanced (FE) = 2
HE	Advanced programme	Using the following code in FES 1 return: 8) Advanced/non-advanced programme = Advanced (HE) = 1, non-advanced (FE) = 2

<b>Measure 13</b>		The number and proportion of learners progressing from each of the different SCQF levels into a higher level of study within the same college				
<b>Table</b>		Available on FES Online report as below				
		<b>Progression</b>				
<b>SCQF Level</b>	<b>SUMs</b>	<b>% of Total</b>	<b>Students</b>	<b>Number of students - Previous year</b>	<b>numbers studying at same level</b>	<b>numbers progressing to higher level</b>
non recognised quals						
1						
2						
3						
4						
5						
6						
7 (HNC)						
8 (HND)						
9						
10						
11						
12						
N/A						
<b>Description</b>		This indicator measures the volume of all student activity measured as SUMs and headcount by SCQF level. Progression measures the progression of students from the previous year to this year, by SCQF level. Only students for which SUMs are claimed are included in SUMs figure. Headcount includes all students returned on FES.				
<b>Data</b>		FES data				
<b>Term</b>	<b>Definition/Description</b>					<b>Notes</b>
SCQF	There are 12 SCQF (Scottish Credit and Qualifications Framework) levels which provide an indication of the complexity of qualifications and learning programmes. SCQF Level 1 is the least demanding and SCQF Level 12 is the most demanding. Further details on how programmes are allocated an SCQF level can be found at the SCQF website: <a href="http://www.scqf.org.uk">http://www.scqf.org.uk</a>  Not all programmes offered by colleges are accredited with an SCQF level e.g. City and Guilds programmes. Such activity is recorded under "N/A".					SCQF level recorded in <b>FES2 - SCQF level</b>
Progression	Progression measures the number of students who attended the college in the previous academic session and are attending in the current session. Students are only recorded at the highest SCQF level achieved in the previous session and progression is measured only against this level. Students who progress to a higher level at an HEI or at another college will not be captured in these figures. UHI Students who progress to HE from FE level at UHI will not be captured in these figures as the UHI HE data is returned via HESA not FES.					
% of Total	SUMs at each level as a percentage of the Total SUMs delivered by college					

**Aim: Access for people from the widest range of backgrounds**

<b>Measure 14</b>		The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
<b>Table</b>	HN Scottish-domiciled student entry from Scotland's colleges to Scotland's HEIs : HN leaver analysis & HEI advanced standing summary table	
<b>Numerator</b>	The number of Scottish-domiciled HN entrants from college to undergraduate programmes with advanced standing	
<b>Denominator</b>	Scottish-domiciled HN leavers from college in previous year	
<b>Data</b>	National Articulation Database (compiled from data supplied via FES, HESA, SQA)	
Term	Definition/Description	
Advanced Standing	Entry from HNC/D to degree programme with full academic credit for HN award. Typically entry from HNC to year 2 and HND to year 3 of full-time degree. Includes entry with full credit to part-time courses.	

## Aim: A developed workforce

<b>Measure 15</b>	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying
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*This measure is currently under development. It is envisaged that a return on the destinations of all full-time non-advanced and advanced qualifiers will be developed and piloted during the 2013-14 academic year and a baseline will be set from autumn 2014. Please see section **College Leaver Destination Survey of Delivering College Outcome Agreements (AY 2014-15)** for further details.*

*Once the measure has been developed this Technical Guidance will be updated.*

## Aim: A developed workforce

<b>Measure 16</b>	The number of all apprenticeships supported at the college
<b>Data</b>	<i>SFC is currently developing the guidance for capturing the information on this measure. SFC will update this Technical Guidance once guidance is available. In the meantime colleges should discuss this with their outcome agreement manager in the first instance.</i>

## Aim: A developed workforce

<b>Measure 17</b>	The number of starts and forecast completions for direct contracted apprenticeships (e.g. in construction)
<b>Data</b>	<i>SFC is currently developing the guidance for capturing the information on this measure. SFC will update this Technical Guidance once guidance is available. In the meantime colleges should discuss this with their outcome agreement manager in the first instance.</i>

## Aim: A developed workforce

<b>Measure 18</b>	The number of places delivered through SDS employability fund (EF) (starts and forecast completions) as a proportion of all the SDS EF places allocated in a region
<b>Data</b>	<i>SFC is currently developing the guidance for capturing the information on this measure. SFC will update this Technical Guidance once guidance is available. In the meantime colleges should discuss this with their outcome agreement manager in the first instance.</i>



# Aim: A developed workforce

Measure 19	Amount of all employer-related activity		
Table	Available on FES Online report as below		
Employer related activity	SUMs	% of Total	Students
Description	<p>This indicator measures the volume of all student activity, measured as SUMs and headcount, that is employer related. Only students for which SUMs are claimed are included in SUMs figure. Headcount includes all students returned on FES.</p>		
Data	FES Data		
Term	Definition/Description		
Employer related activity	<p>Employer related activity includes any activity that is coded in the FES return as:</p> <p><b>FES1 - Source of finance for programme – code list C</b></p> <p>"04" - Cost recovery: Other, including Employers in UK Industry/Commerce (i.e. includes PICKUP type programmes)</p> <p>Or</p> <p><b>FES2 - Source of finance of fee for student – Code list C</b></p> <p>"5" - Government Training Credit e.g. Skill seeker, Modern Apprenticeship</p> <p>"6" _ Local Enterprise Company (LEC)</p> <p>"7" _ Public bodies (not specified elsewhere e.g. other HM Government Departments, Department for International Development (DfID), Armed Forces, Health Boards and British Council)</p> <p>"10" - UK Industry and Commerce</p> <p>Or</p> <p><b>FES1 -Mode of attendance of programme – code list G</b></p> <p>"6" _ Block release</p> <p>"7" - Part-time (day release)</p> <p>"11" - Assessment of work based learning</p>		
% of Total	SUMs a percentage of the Total SUMs delivered by college		

## Aim: Sustainable colleges and universities

Measure 20 Non-SFC income as a percentage of total income		
<p><b>Table</b> This is a new measure not currently calculated as part of the Annual Accounts return. It will be included in future "Summary" sheet in for the 2013 Annual Accounts return</p> <p><b>Numerator</b> Non-SFC income</p> <p><b>Denominator</b> Total income</p> <p><b>Data</b> This is not currently calculated as part of the Annual Accounts return. The table below shows how we intend to calculate this figure.</p>		
Term	Definition/Description	Notes
Numerator	Total income less Funding body grants figure from the income and expenditure account in the published annual accounts	Further information and guidance on the Annual Account returns can be found on the SFC website, in the Financial Sustainability Guidance section: <a href="http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx">http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx</a>
Denominator	Total income figure in the income and expenditure account in the published annual accounts	Further information and guidance on the Annual Account returns can be found on the SFC website, in the Financial Sustainability Guidance section: <a href="http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx">http://www.sfc.ac.uk/guidance/GovernanceGuidance/FinancialSustainability/FinancialSustainabilityGuidance.aspx</a>

## Aim: A developed workforce

<b>Measure 21</b>	The number of full-time learners with substantial placements (more than ten days) in business and industry
<b>Data</b>	<i>SFC is currently developing the guidance for capturing the information on this measure in 2014-15 through the FES return. SFC will update this Technical Guidance once the guidance is available.</i>